

## General Principles



- 1) **Follow district policy on planning.** Always be aware of the specifics of your district's planning policy, including specifics about format, timelines and cycles. The legal basics for planning should be built into your district planning policy and procedures.
- 2) **Vision, Mission, and Beliefs.** Every step of the improvement planning process should always be addressed in light of the vision, mission, and beliefs of your district. The question should always be "Does this initiative or strategy line up with our vision, mission, and beliefs?" If your vision, mission, and belief statements are not current or need revision, ask about updating them.
- 3) **The process is continuous.** Beyond those requirements set forth in your district policy, feel free to update your improvement plan as needed. Many times, districts get stuck in a "one year" or "two year" planning cycle that isn't flexible. Set your goals, meet them and move on to the next priority need.
- 4) **Keep good written records for each step.** There is no right way to develop and write a plan, only right steps in the process.
- 5) **Involve all stakeholder groups in the process.** Every plan gets its strength from the people who are committed to it. To make sure your plan will yield results, engage many parts of your community in understanding the plan, helping you make it stronger, and ultimately becoming invested in making it work. Include parents, teachers, and other members of school and district staff in your planning process, and make the draft plan available for input from the entire community.
- 6) **Work with district and school leaders at each step.** District priority needs and causes may be related to the issues schools are seeing, and their thoughts may help you understand the situation better. In your goals and objectives, their ideas may also change your thoughts. Make sure the plan reflects the combined thinking and planning of a collaborative team.
- 7) **Ask your schools to use the planning sections of "School Council Proficiency" for best practice.** KDE has endorsed this set of proficiency keys for school councils that include a section on planning. This is not required, but can be beneficial in moving school planning to a proficient level. The keys can be found at [www.kasc.net/kasc/proficiency.htm](http://www.kasc.net/kasc/proficiency.htm)

## Critical Steps



### Step 1 – Needs Assessment—What does the data tell us our needs are?

A comprehensive needs assessment looks at data on student performance *and* on the school practices that generate that performance. For the District Health Council this may include identifying local health needs; surveys from students, parents and community; review of school and district programs and policy on wellness, including KRS 158.856 and KRS 160.345(11); and reports from School Food Services directors, school health personnel and community health providers. FRYSC and 21<sup>st</sup> Century program data can help inform your work and provide a big picture about health issues in the community that may be impacting the schools

For student performance, the core data source is the Kentucky Performance Report (KPR), but a district should also consider additional sources of data. High achieving districts engage in continuous forms of assessment and do not rely solely on the annual assessment data that the KPR provides. Looking at all available data will allow your district to see the performance of all sub-population groups and pinpoint specific areas of need. Identified gaps in student performance can be addressed through targets for reducing those gaps as required by KRS 158.649 (SB 168) and No Child Left Behind. Students who are "in the gap" may have nutrition and health needs that are more intense and of longer duration than other populations of students.

*"If schools do not deal with children's health by design, they deal with it by default."  
(Health is Academic, 1997)*

In order to be current and comprehensive the needs assessment may include review of curriculum and instruction for health and physical education curriculum, assessment of programs, instruction, school culture, family and community support, resource allocation and the planning process. All student health data will be beneficial as you look at causes and contributing factors to determine priority needs. (Two such assessment tools include the SISNP and the School Health Index when evaluating the physical activity and nutrition environments.)

## Critical Steps continued...



### Step 2 – Prioritizing Needs—Which of these identified needs are of greatest concern (2-3 needs)?

Has your team identified and examined the data available in your school district and county to identify emerging health issues and find out about health and nutrition programs already present in the schools and district? Have you checked the links between the schools and community, including your local Health Department or Clinic, Family Resource or Youth Services Centers, 21<sup>st</sup> Century Community Learning Centers or Community Education programs? What are the areas of greatest concern?

### Step 3 – Cause Analysis—What factors caused these needs of greatest concern to occur?

Without an understanding of the factors that contributed to each of your priority needs, it is difficult to set goals to address those needs. At this point in the process, return to your data analysis and reflect on why your needs exist.

### Step 4 – Setting Goals—What is our goal in addressing each of these needs and when will we reach these goals?

Setting realistic and measurable goals is central to an effective planning process. Goals should be realistic in response to the factors that contributed to the need. Goals should be measurable in that they should reflect a change in statistical data for some or all of your students. Finally, goals should be time sensitive, with a date by which the goal is to be achieved.

### Step 5 – Goal Achieving Activities--What steps will we take to reach our goals and who will oversee each step?

This is the step in the process where your team determines what things have to happen to reach your goal. It is also important to choose someone to be responsible for seeing that each step happens. The key thing to remember here is that each step to achieving your goal should either have a direct impact on students or be an important step preparing to have that impact, such as ongoing professional development and instructional preparations.

## Step 6 – Resources—What resources will we need to reach our goal?

When you have determined your goals and your activities to achieve each goal, work out how you will provide needed funding and staff time. It is important to look at all available fiscal resources and determine what program funds can be used to reach your goals. Remember to take advantage of outside funding sources such as grant funds that could be used for general operating expenditures so that money can be freed to use for improvement goals. You will also need to identify resources in your county and match them to specific program needs.

## Step 7 –Monitoring—What methods will we use to ensure each steps is completed?

Each team should have a process for checking the implementation of each step towards the goal. This review process should be included in the school or district wellness policy and should be on the agenda for each District Health Council Meeting.

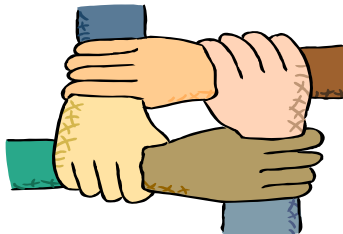
## Step 8 – Evaluation—How will we measure the effectiveness of our actions?

Each team should evaluate their goals each year to see if they are implementing all parts of KRS 158.856, KRS 160.345(11) and the wellness policies to ensure that the school's health and physical education/physical activity programs are achieving their goals for students. Measures of effectiveness vary depending on the goals selected, but the District Health Council can always keep in mind that healthy students can learn more and learn at a greater rate, retain more knowledge and have more self-confidence. Results for students should be reflected in all students learning more every year and discussion about how student health affects overall learning is always appropriate.

*“Efforts to improve school performance that ignore health are ill-conceived, as are health improvement efforts that ignore education.”*

Health is Academic, 1997

## Planning Resources



### Promoting Health Youth, Schools & Communities Workbook and CDROM

[http://www.idph.state.ia.us/hpcdp/promoting\\_health\\_youth.asp](http://www.idph.state.ia.us/hpcdp/promoting_health_youth.asp) AND  
<http://www.schoolwellnesspolicies.org/resources/AGuideToCommunitySchoolHealthCouncils.pdf>

### KY Nutrition & Health Services Page

<https://kveascn1.state.kv.us/nutrition/>

### PANTA School Resource Guide

<http://chfs.kv.gov/dph/ach/cd/pantaguide.htm>

### KDE Nutrition & Health Services

<http://www.education.kv.gov/KDE/Administrative+Resources/Nutrition+and+Health+Services/default.htm?IMAGE=Search>

### KDE Planning Tools

<http://www.education.kv.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

### Kentucky School Boards Association

<http://www.ksba.org/Policywhatare.htm>

### Health & Wellness ID Course

<http://www.education.kv.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Interdisciplinary+Courses/Health+and+Wellness.htm?SUBMIT=Search>

### Kentucky Association for School Councils – Legal Basics for Planning

[www.kasc.net/kasc/planlaw.htm](http://www.kasc.net/kasc/planlaw.htm)

### Edvantia (formerly AEL)

[www.edvantia.org](http://www.edvantia.org)

# The District Health Council



# Planning for Change